DOCUMENT RESUME

ED 240 348 CE 038 261

TITLE	Development and Field Test of Competency Based Instructional Material for a Career Mobility Program for Licensed Practical Nurses. Final Report.
INSTITUTION	Bergen Community Coll., Paramus, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE	[83]
NOTE	95p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Competency Based Education; Curriculum Development; *Individualized Instruction; Instructional Materials; *Learning Modules; *Material Development; Nurses; *Nursing Education; Postsecondary Education; Practical Nursing; Programed Instructional Materials; Two Year Colleges; Vocational Education
IDENTIFIERS	*Bergen Community College NJ

ABSTRACT

The Associate Degree Nursing Program at Bergen Community College developed and field tested competency-based instructional modules in a program designed to allow licensed practical nurses to qualify to take the certification examination for registered nurses after a year of study. Thirteen licensed practical nurses were enrolled in the first class and were all to complete the program in August 1983. Because of the varied educational and experiential backgrounds of the students, competency-based education was used for instruction in the five nursing courses required for the program. The curriculum was modularized; learning was individualized and self-paced; plus, the teaching role was that of providing guidance and facilitating the learning process. Students progressed in sequence through the modules for each course as soon as they demonstrated competency in the knowledge and skills required in a given module. Prior to admission of the first class of students, eight in-house modules had been completed for the first two nursing courses required in the fall semester. Published modules were used for the 10 remaining sections of these courses. During the year, in-house modules were developed for the nursing courses required in the Spring and Summer semesters. A total of 34 in-house modules were developed and field tested with the first class of students. Students and teachers evaluated each module, and these evaluations are being used in ongoing revision of all modules. (Author/KC)

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DEVELOPMENT AND FIELD TEST OF COMPETENCY BASED INSTRUCTIONAL MATERIAL FOR A CAREER MOBILITY PROGRAM FOR LICENSED PRACTICAL NURSES FINAL REPORT

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Project Duration:

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Beginning Date

_____
Ending Date

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IDENTIFICATION NO. SDC 339 AMOUNT FUNDED $13,000.00

FUNDED UNDER SECTION 133 OF P.L. 94-482

PROJECT TITLE: Development and Field Test of Competency Based Instructional Material For a Career Mobility Program for Licensed Practical Nurses.

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Bergen Community College

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The Associate Degree Nursing Program at Bergen Community College developed and field tested competency based instructional modules in a program designed to facilitate the career mobility of licensed practical nurses. The Career Mobility Program for Licensed Practical Nurses was designed to enable students to complete requirements for the Associate in Applied Science degree (A.A.S.) in nursing in one calendar year of academic work. The first class was admitted to the program in September 1982. Thirteen licensed practical nurses were enrolled, and all thirteen will complete the program in August 1983. As graduates of the program they are eligible to write the examination for registered nurse licensure.

Because of the varied educational and experiential backgrounds of the students enrolled in the program, competency based educational methodology was employed for instruction in the five nursing courses required in the program. The curriculum for the program was modularized, learning was individualized and self-paced, and the teaching role was that of providing guidance and facilitating the learning process. Students progressed through modules designed for each of the nursing courses in sequence. Once they demonstrated competency in acquisition of knowledge and skills required in a given module, they immediately began work on the next module in the sequence.

Prior to admission of the first class of students, eight in-house modules had been completed for the first two nursing courses required in the Fall semester.

For the ten remaining modules for these courses, published modular material was utilized. During the course of the year in-house modules were developed for the nursing courses required in the Spring and Summer semesters. A total of thirty-four (34) in-house modules were developed and field tested with the first class of students in the program. Students and teachers evaluated each module and these evaluations are being utilized in on-going revision of all learning modules.

Acknowledgements

For their assistance in the initiation of this project, we wish to acknowledge the support of the Division of Vocational Education and Career Preparation, New Jersey Department of Education. The guidance and consultation afforded by Mrs. Martha Pocsi, Curriculum Development, in the Division, was extremely helpful to the project director.

Sincere gratitude is expressed for the encouragement and support of the Administration of Bergen Community College. James D. Lepanto, Associate Dean of Instruction and Angela Rees, Assistant Dean of Allied Health and Physical Education encouraged the implementation of a career mobility program for licensed practical nurses and the investigation and application of individualized, competency based methodology for this program. Their assistance and cooperation was invaluable in moving the project forward.

Because of their community based perspective, the Nursing Advisory Committee provided considerable input regarding the need for programming which would enable practical nurses to continue their educational preparation in nursing.

Professor Jane Pollok, R.N., M.S.N., guided the implementation of the project with the first group of students admitted to the project in September 1982. She personally developed fifteen learning modules and field tested thirty-four modules with this student group. She has done a yeoman's job in acting as writer, curriculum developer, teacher, and resource person. Her contribution has been of inestimable value in the success of the first year of the project.

The students who were admitted to the first class provided continual input as the project was implemented. Their enthusiasm and perserverance provided necessary impetus to the developers of the project.

Finally, the contribution of nursing faculty members who wrote modules and provided expertise is sincerely appreciated.

Table of Contents

Page	Topic
iii.	Disclaimer
v.	Project Abstract
vii.	Acknowledgements
ix.	Table of Contents
xi.	List of Tables
xiii.	List of Appendices
1.	Introduction
	Report
	Summary
	Bibliography
	Appendix

List of Tables

Table		Page
I	Challenge examination scores for students enrolled in the Career Mobility Program LPN/ADN - September 1982.	9
II	Grades achieved in nursing courses in Career Mobility Program LPN/ADN : 1982-83	17
III	Comparison of class means on NLN achievement tests: Career Mobility Program students and traditional Associate Degree Nursing Students : 1983.	19

Appendices

A. Admission Information for the Career Mobility Project

B. Philosophy, Objectives, Conceptual Framework of the Curriculum

C. Outline of Modules - Nursing Competencies I

D. Outline of Modules - Nursing Competencies II

E. Outline of Modules - Nursing Competencies III

F. Outline of Modules - Nursing Competencies IV

G. Outline of Modules - Nursing Competencies V

H. List of Modules Completed During Project

I. Module Evaluation Tool

J. Nursing Faculty Participating in Project

K. Nursing Advisory Committee

INTRODUCTION

For a number of years, the nursing program at Bergen Community College has had development of a program designed to take into account the prior learning and experience of licensed practical nurses under consideration. The nursing faculty wished to design a special program to evaluate learning and skills of LPN's and to develop a complimentary curriculum which would enable such students to complete the requirements for an associate degree in nursing without unnecessary duplication and expenditure of time and money. Such a program would have to meet with the approval of the New Jersey State Board of Nursing, so that graduates would be eligible for examination for registered nurse licensure.

Prior to the initiation of this project licensed practical nurses entering the College Associate Degree Nursing Program had to repeat many learning experiences in the traditional lock-step program.

The aim of this project was to develop a curricular program for licensed practical nurses which would be competency based, thereby providing individualized, modularized instruction which could be self-paced within semester constraints.

1. Problem

In the Fall of 1982, the nursing program at Bergen Community College enrolled thirteen (13) licensed practical nurses for a special program track to enable these students to complete the Associate in Applied Science degree in nursing in one calendar year. The graduates of this program are eligible to take the examination for registered nurse licensure.

This new program track was designed to take into account prior learning of the licensed practical nurse by awarding fifteen credits by challenge examination. Five nursing courses were designed for this program utilizing individualized, modularized, competency based educational methodology, which permits students in the program to progress at variable rates depending on their prior knowledge and experiential base.

The curriculum for this project was designed utilizing the DACUM (Developing a Curriculum) analysis approach of the National Center for Research in Vocational Education. The DACUM analysis was completed in March 1982 for the job title "Entry Level Staff Nurse" at Bergen Community College. Mr. Robert Norton, Research Associate, with the National Center, led a group of eleven practicing professionals from eight different health care settings in completing the DACUM analysis. The competency list developed by the DACUM process is the keystone of the learning modules developed for the nursing curriculum track for licensed practical nurses.

Eight learning modules for the first two nursing courses, Nursing Competencies I and II were developed prior to implementation of this project. These modules were field tested in the Fall 1982 academic semester. Learning modules for the courses, Nursing Competencies III, IV, and V were developed during Fall 1982 and Spring 1983, with subsequent field testing. Developed learning modules were evaluated and revised for subsequent groups of students enrolled in this program.

The work accomplished to date for the career mobility project for licensed practical nurses was enhanced by the receipt of a grant from the N. J. State Department of Vocational Education, P.L. 94-483, Sec. 153, for the academic year 1981-82. The current project funding was for field testing competency-based education modules in nursing designed for licensed practical nurses; for development of modules for three nursing courses and field testing of same; for evaluation of modules and the application of competency based methodology; and revision of learning modules.

2. Objectives

1. To coordinate and facilitate implementation of a Competency Based Educational Program designed to provide career mobility for licensed practical nurses to enable them to complete requirements for the Associate in Applied Science Degree in Nursing at Bergen Community College.

2. To field test CBE instructional modules developed for the first two nursing courses in the educational sequence.

3. To develop and field test CBE instructional modules for the last three nursing courses in the educational sequence.

4. To evaluate and revise the CBE instructional modules developed for each nursing course.

5. To evaluate learning outcomes of practical nurse students enrolled in the program.

3. DEFINITION OF TERMS:

- Associate Degree Nurse (ADN) - A registered nurse with an associate degree licensed for the practice of nursing who plans day to day care of individuals, selects appropriate nursing measures with knowledge and precision, performs nursing and other therapeutic measures with a high degree of skill, and supervises other workers in the technical aspects of care.

- Competency - refers to achievement of the knowledge, skills, and attitudes required to perform a given task.

- Competency Based Education (CBE) - refers to an approach to instruction in which the emphasis is on developing specified competencies rather than on just gaining knowledge of how to do something.

- DACUM (Developing a Curriculum) Process - an occupational analysis procedure using small group brainstorming techniques during a 2 - 3 day meeting of 8-12 occupational area experts to generate a skill profile for a particular job or occupational area.

- Licensed Practical Nurse (LPN) - usually a graduate of a one year educational program, prepared to function under the definition and role specified by state nurse practice acts, who works under the guidance of a registered nurse as members of the health care team.

4. Related Research

The utilization and application of competency based education methodology in nursing education programs has not been widely developed. The most extensive project described in the literature is that of the METRO AREA NURSING EDUCATION CONSORTIUM (MANEC), a cooperative effort among three major systems of public, and post-secondary education in Minnesota. Its purpose is to provide education mobility for nurses and nursing students. Constituent institutions are: Metropolitan State University, Inver Hills and Lakewood Community Colleges, Anoka-Hennepin AVTI, Dakota County AVTI, St. Paul TVI and 916 AVTI. The primary goal of MANEC was to develop an articulated competency-based nursing curriculum which would provide educational mobility opportunity for nursing students in the Twin Cities Metropolitan area. The MANEC project involved description of the substantive differences between the levels of practice of the nursing assistant, practical nurse, associate degree nurse and the baccalaureate degree nurse. Each level of nursing practice was described based on cognitive, affective and psychomotor abilities necessary for entry to practice. Competency descriptions, developed collaboratively by the faculty of the MANEC educational institution were used to develop curricula for articulating the four levels of nursing practice. The two community colleges in the consortium provide education programs leading to the associate degree in nursing for both practical nurses and generic students. The project began enrolling students in 1980. While the design has been reported in the literature, outcomes have not been reported to date.

The College of Lake County, Grayslake, Illinois has developed a career mobility project in nursing to enable licensed practical nurses to achieve the associate degree in nursing through development of a multiple entry modularized curriculum. This project is in its third year of implementation, with evaluation of outcomes to be published in Fall 1983.

Competency Based Education (CBE) is a methodology which represents an alternative to conventional approaches to instruction. CBE employs the learning principles of motivation, individualization, reinforcement of learning, self pacing, recognition of different learning styles, provision of frequent feedback, opportunities for practice, and active participation of the learner.

The five essential elements in a Competency Based Education Program are:

1. Competencies to be achieved are carefully identified, verified, and made known to students in advance.
2. Criteria to be used in evaluating achievement and the conditions under which achievement will be assessed are explicitly stated and made known to the student in advance.
3. The instructional program provides for the individual development and evaluation of the competencies specified.
4. Assessment of competency takes the student's knowledge and attitudes into account but requires actual performance of the competency as the primary source of evidence of learning.
5. Students progress through the instructional program at their own rate by demonstrating attainment of specified competencies.

Competency Based Education is based on the educational theories of Benjamin Bloom and John Carroll. Much published research on the application of the methodology has been developed from projects of the National Center for Research in Vocational Education, Ohio State University; the Mid-America Vocational Curriculum Consortium; and the Commission on Occupational Education Institutions of the Southern Association of Schools and Colleges.

Bergen Community College is a member of the National Alliance of Post Secondary Education Institutions of the National Center for Research in Vocational Education, Ohio State University. The College has contributed resources for consortial membership in order to share effective strategies for developing educational programs in the occupational and vocational areas. Teams of faculty and administrators from Bergen Community College have attended workshops on CBE sponsored by the National Alliance on Post Secondary Education. The project director has attended such workshops and was involved in training a group of nursing faculty members in the application of the methodology for the Career Mobility Program for Licensed Practical Nurses.

Report

Implementation of the Program:

Fifteen applicants from a total of forty-three candidates were successful in meeting admission criteria for the Career Mobility Program for Licensed Practical Nurses and thirteen accepted admission. The critical factor determining admission was performance of candidates on challenge examinations. All candidates were required to take the ACT/PEP Commonalities in Nursing I and II examinations and achieve a score of 45 on each of these examinations. Eight credits by examination were accepted for these two nursing tests. Applicants had the option of achieving credit by examination for general psychology (3 credits) and anatomy and physiology (4 credits) as well, or these pre-admission requirements could be met by transfer credit or taking equivalent college course work prior to admission. Four students were admitted to the program with challenge examination scores on the Commonalities in Nursing II examination below 45 (Table I). All students offered admission scored far above candidates denied admission on the required challenge examination. Only three students (Table I) received challenge examination credit for anatomy and physiology. Eight had prior college credit for this course, while two students took the required course in Summer 1982. All students admitted had completed college courses in general psychology prior to admission.

Table I. Challenge examination scores for students enrolled in the Career Mobility Program LPN/ADN - September 1982

Student Code	ACT/PEP NSG I	ACT/PEP NSG II	ACT/PEP A&P	CLEP Psyc.
01	45	47	--	--
02	67	72	64	--
03	51	51	--	--
04	47	41	--	--
05	55	48	--	--
06	55	54	49	--
07	45	38	--	--
08	46	43	--	--
09	49	50	--	--
10	47	47	47	
11	47	35	--	--
12	46	46	--	--
13	51	49	--	--

The thirteen students enrolled in the initial class were graduates of state approved practical nurse programs, were licensed as practical nurses and had been employed as practical nurses for over two years. All thirteen were employed in hospitals in either Bergen, Passaic or Hudson Counties. Eleven of the students were Bergen County residents while two resided in neighboring counties.

Each student was interviewed prior to admission to review test scores, submission of required documentation regarding prior educational and employment experience, and to explain the educational methodology to be employed in implementation of the program. The interview provided opportunity to explain scheduling of courses, health requirements, uniform procurement and registration procedures.

The project director assumed responsibility for admission procedures for this program. Once all admission criteria had been met, and records were complete, the student files were turned over to the admissions office for final acceptance and data processing.

The project director in cooperation with the Dean of Allied Health and Physical Education scheduled courses for the program. Course scheduling was done in late afternoon and evening hours to meet the needs of the students. In interviews, students had indicated that evening courses

would enable them to attend school while meeting work and home responsibilities. During the fall semester nursing courses were scheduled four afternoons per week with clinical laboratory scheduled one evening. The remaining required courses (Form and Function in Man II and English Composition I) were scheduled for the evening hours as well.

Following admission, students were required to take the New Jersey Basic Skills Test. One student was required to enter remediation classes in English and Mathematics. Her schedule was arranged to enable her to begin the nursing course work while completing the remediation necessary.

The project director and the Dean of Allied Health assisted each of the students in the registration process, to ensure enrollment in the courses required and to work out scheduling problems.

Utilization of nursing units at Hackensack Medical Center for evening clinical laboratory experience in medical-surgical, maternity and pediatric nursing was arranged for the fall and spring semesters. Barnert Memorial Hospital was utilized for clinical laboratory experience in psychiatric nursing for the summer term. Educational experience coordinators at these institutions were familiarized with the objectives of the program prior to its inception. Both institutions are utilized for clinical laboratory experiences for students in the traditional associate degree nursing program at the college and they were enthusiastic about cooperating in the initiation of the program for practical nurses.

During the summer of 1982, the Associate Dean of Instruction, Dr. James Lepanto, the Assistant Dean of Allied Health, Prof. Angela Rees and the project director worked together to develop a job description for employment of a nurse faculty member to teach in the program utilizing competency based educational method-

ology. A non-traditional teaching contract was developed in cooperation with the President of the College and representatives of the Bergen Community College Faculty Association. Following advertising the position in the New York Times and interviewing candidates, Jane Pollak, R.N., M.S.N., was employed as the full-time faculty member for the program. Her contract required availability to students thirty-six hours per week, including scheduled class periods, plus development of learning modules and materials for the program. She was also employed to teach the nursing courses for the summer terms.

Professor Pollak was employed in August 1982 and worked with the project director in preparing for fall semester classes. She developed fifteen modules in the course of the year and developed testing procedures for cognate subject matter and psychomator skills. She maintained detailed records of student progress and spent many hours working with individual students and small groups. Professor Pollok and the project director met weekly during the school year to review progress of the project, iron out problems, and monitor student achievement. Written reports were compiled once a month during the fall semester, and twice during the spring and summer terms by Professor Pollak.

Mrs. Patricia Durante, R.N., M.S.N., was employed as adjunct instructor for the program with responsibility for supervision of half of the students during clinical laboratory experiences. Mrs. Durante and Professor Pollok cooperated in directing and guiding clinical learning experiences and evaluating student competence in application of knowledge and skills in the clinical laboratory. In each semester of the program, students were

assigned to Professor Pollok for half of the semester and to Mrs. Durante for half of the semester for clinical learning experiences.

Curriculum Development:

The Career Mobility Program for Licensed Practical Nurses (LPN) was designed to enable student to complete educational requirements for the Associate Degree in Applied Science in Nursing in one calendar year: two academic semesters and two summer sessions. Five nursing courses were developed for the program sequence which have the following titles and descriptions:

AH-293 Nursing Competencies I
2 lec., 2 credits
Prerequisites: Successful challenge examinations:ACT/PEP Commonalities in Nursing I and II or by permission of the Divisional Dean. This is the initial course in nursing for students who are licensed practical nurses and who are admitted for the LPN/ADN project. Students will be introduced to the theoretical framework for future nursing courses, to the nursing process as the approach utilized for solving nursing problems and to the competency based methodology to be used for instruction and evaluation of progress.

AH-294 Nursing Competencies II
4 lec., 9 lab, 7 credits
Prerequisites: Successful challenge examinations: ACT/PEP Commonalities in Nursing I and II or by permission of the Divisional Dean. The second course in nursing for LPN/ADN project students will focus on utilizing the nursing process to provide intervention strategies for adult clients who are unable to meet their basic human needs due to physiological problems.

AH-295 Nursing Competencies III
4 lec., 9 lab, 7 credits
Prerequisites: AH-293, AH-294
The third course in nursing for LPN/ADN project students will focus on utilizing the nursing process to provide nursing intervention strategies for families assuming the responsibilities of child bearing and child nurture.

AH-296 Nursing Competencies IV
2 lec., 3 lab, 3 credits
Prerequisites: AH-295
The fourth course in nursing for LPB/ADN project students will focus on utilizing the nursing process to provide nursing intervention strategies for clients who are unable to meet their basic needs due to psychological problems.

AH-297 Nursing Competencies V
2 lec., 3 lab, 2 credits
Prerequisite: AH-296
The final course in nursing for LPN/ADN project students will focus on the transition from the student nurse to graduate nurse role, issues pertinent to the profession of nursing, and on planning nursing intervention strategies for groups of clients.

Overall curriculum design was consonant with the broad philosophy, objective and conceptual framework of the traditional associate degree nursing program of the College (Appendix B).

Module content for each of the nursing courses was outlined (Appendix C, D, E, F, G). Eight modules had been completed for Nursing Competencies I and II prior to the beginning of classes in September 1982. Two additional modules for Nursing Competencies I were completed during the semester. The remaining eight modules for Nursing Competencies II were presented using Connie Curran and Cecile Lengacher, Preparation for Practice: Self-Study Modules in Medical-Surgical Nursing. Philadelphia: J. B. Lippincott Company, 1981. During the fall and spring semester, seventeen (17) modules were developed for Nursing Competencies III, four modules were developed for Nursing Competencies IV and one module was developed for Nursing Competencies V. Two additional modules were completed for Nursing Competencies II during the summer 1983. Modules were written by Professor Pollok, the project director and members of the nursing faculty. Following editing and review by the project director, modules were typed and duplicated. The list of modules developed for the program is in Appendix H.

All modules developed were field tested with the student group. Students completed an evaluation form (Appendix I) for each module as it was used. Student evaluations of modules were compiled by Professor Pollok and will be used as revisions of the modules are made. Students also indicated the amount of time they had devoted to completion of each module which provided data useful to evaluation of the expectations relative to requirements for program completion.

Application of Competency Based Educational Methodology:

The essential components of a competency based educational program are:

1. Competencies to be achieved are carefully identified, verified, and made known to students in advance.
2. Criteria to be used in evaluating achievement and the conditions under which achievement will be assessed are explicitly stated and made known to the student in advance.
3. The instructional program provides for the individual development and evaluation of the competencies specified.
4. Assessment of competency takes the students' knowledge and attitudes into account but requires actual performance of the competency as the primary source of evidence of learning.
5. Students progress through the instructional program at their own rate by demonstrating attainment of specified competencies.

Modules designed for the program specified competence to be achieved and criteria for evaluating competence was explicitly stated and frequently reviewed with students. Students were supported by the faculty who provided continuous guidance to the learning process, but from the outset students were informed that the learning responsibility was theirs. Students determined when they had achieved specified objectives and informed the faculty when they were ready for a prescribed test. Evaluation of application of theoretical knowledge and psychomotor skills to performance in clinical laboratory

experiences were done by the faculty utilizing performance criteria expected in the traditional associate degree nursing program of the college.

Grading tends to be problematic in a CBE program. Since this was the only CBE program in the college, grading protocols used in the traditional associate degree nursing program were utilized. These specifics of grading were: 1) All psychomotor skills tested in the college laboratory had to meet specified performance criteria. Retesting was available until achievement was demonstrated. 2) Clinical laboratory performance had to be satisfactory at mid-semester and end of semester evaluation for the student to progress. 3) Students had to achieve 70% or better on each final module test in order to progress to the next module. When students experienced difficulty with a module, individual work with the student would be done by the faculty. 4) Final course grades represented the average of scores obtained on each module test. Scores were converted to letter grades based on the following scale: 90-100 (A), 80-89 (B), 70-79 (C), below 70 (F). Letter grades are reported to the Registrar by college grading policy. Students in the nursing program must achieve a "C" or better in order to progress to the next nursing course.

Findings:

The most significant outcome of the project is the fact that all thirteen students enrolled in the Fall of 1982 are completing the program in August 1983 and most have demonstrated exceptional achievement (Table II). They have also demonstrated above average academic achievement in non-nursing courses.

Table II. Grades Achieved in Nursing Courses in Career Mobility Program LPN/ADN : 1982-83

Student Code	Nsg. Comp. I	Nsg. Comp. II	Nsg. Comp. III	Nsg. Comp. IV	Nsg. Comp. V
01	A	B	B	B	B
02	A	A	A	A	B
03	A	B	B	B	C
04	A	B	B	B	A
05	A	A	A	A	B
06	B	B	B	B	B
07	A	B	B	B	B
08	B	B	B	B	B
09	A	B	B	B	B
10	B	B	C	B	C
11	B	B	B	C	B
12	B	B	C	B	C
13	A	A	A	A	A

Students demonstrated extreme variability in the amount of time necessary for the completion of each module as the modules vary considerably in length and complexity. It was anticipated that this would be the case based on prior learning experiences, work experience in a variety of health care settings, and individual learning styles. Most students in the program used all vacation periods and semester intercessions to complete required course work. The college provision for an incomplete grade was used consistently by faculty in reporting at end of semester. By the time the next semester commenced most students had completed competencies specified.

The summer semesters proved to be very heavy in course requirements. Most students found it necessary to reduce their work load in order to be able to schedule course requirements in the two summer terms.

Modules prepared by the nursing faculty were consistently evaluated positively by the students. The modules published by Lippincott and used in the fall semester were not as helpful to student learning according to their evaluations. Proposals for module revision made on student evaluations have been compiled and will be used as revisions are made.

Students in the program were given National League for Nursing Achievement Tests in the same subject areas as those given to the students in the traditional college associate degree nursing program. As can be seen from Table III, class mean percentiles for the project student group were considerably higher in the achievement tests Care of the Adult and Care of Children than were the scores for the traditional associate degree nursing program student group. Scores on the Maternity Nursing and Psychiatric Nursing tests were comparable for the two student groups.

Table III. Comparison of Class Means on NLN Achievement Tests: Career Mobility Program Students and Traditional Associate Degree Nursing Students : 1983

	NLN ACHIEVEMENT TEST			
	Care of Adult	Care of Children	Maternity Nursing	Psychiatric Nursing
Class Mean Percentiles (Project) n - 13	73	61	60	45
Class Mean Percentiles (1983 ADN) n - 54	51	27	65	47

Interpretation of Findings:

Individualized, self-paced, competency based education enabled thirteen licensed practical nurses to complete a career mobility program for the associate degree in nursing at Bergen Community College in one year from September 1982 to August 1983. Every student who entered the program is expected to complete the degree requirements at the conclusion of the summer term. The methodology employed provided the flexibility needed by students meeting educational, employment and family responsibilities simultaneously. The academic achievement of the students would appear to validate admission criteria, particularly in reference to performance required on challenge examinations in nursing.

The majority of students in the program did require additional time beyond the normal fifteen week semester to complete competencies and learning modules required for each of the nursing courses.

To schedule the required courses during the summer terms, most students in the program found it necessary to reduce their hours of employment.

Modules prepared by faculty for the program were evaluated by students as enhancing the learning process. Students preferred "in-house" developed learning modules rather than published modules which were used in the Nursing Competencies II course.

The students in the program demonstrated above average academic achievement which could be anticipated based on admission criteria. Since many practical nurses have G.E.D. diplomas, high school requirements in mathematics and science were waived for these students and this waiver

did not seem to influence academic achievement in science courses required for the program. Performance of these students on standardized National League for Nursing Achievement Tests in four areas of nursing care compared favorably with that of a class of students completing the traditional associate degree nursing program at the college in May 1983.

Dissemination Activities:

The project director presented information about this project at the Vocational Education RFP Dissemination Conference sponsored by the New Jersey State Department of Education, Division of Vocational Education and Career Preparation on March 4, 1983. A similar presentation was made on May 12, 1983 to a statewide meeting of Practical Nursing instructors sponsored by the New Jersey Department of Education.

Presentations regarding the program were also made by the project director at a continuing education meeting for practical nurses employed by St. Joseph's Hospital and Medical Center, Paterson, New Jersey on March 24, 1983 and to students in the Passaic Vocational Technical Program for Practical Nurses on May 20, 1983.

Twenty-five copies of each of the thirty-four modules developed for the program were shipped to the Vocational Technical Curriculum Laboratory, Rutgers University on June 28, 1983 for dissemination on request.

Information about the program project has been disseminated to the following individuals:

Mr. James Long
Director, National Postsecondary Alliance
National Center for Research in Vocational Education
Columbus, Ohio

Mrs. Alice Gloor, Coordinator
Health and Human Services
Salem Community College
Penns Grove, New Jersey

Dean Jo-Ann Killinger
Occupational and Continuing Education
Brookhaven College of Dallas County
Farmers Branch, Texas

Dean Adrienne Coons
Nursing Program
Camden County College
Blackwood, New Jersey

Ms. Linda Stahl
Coordinator of Health Occupations
Morris County Vocational Technical School
Denville, New Jersey

The College Community was informed about the project through presentation of grants award information provided at the fall Faculty Conference. Reports on the project were given regularly at Nursing Faculty, Division, and Nursing Advisory Committee meetings. The project director was invited by the President of the College to make a presentation on the program to the Dean's Council Meeting in February 1983. Collaboration that was necessary for initiation of the project required that the people involved in admissions, registration, student development services, and learning resources be consulted frequently and kept informed of progress.

This report represents an effort to provide information to the educational community at large. The National Center for Research in Vocational Education is aware of this project. Learning materials developed through grant funding are made available through the Vocational Technical Curriculum Laboratory, Rutgers, the State University.

In the future, the project group expects to prepare articles about the program for submission to publishers of nursing and/or educational journals.

STRATEGIES EMPLOYED TO ELIMINATE SEX BIAS AND SEX ROLE STEREOTYPING:

Bergen Community College adheres to a policy of nondiscrimination on the basis of sex, in its educational programs, activities, and employment practice as required by Title IX of the Educational Amendments of 1972. The College is committed to the selection of students and employees without regard to race, color, national origin, age or handicap, as defined by law.

The learning materials designed as part of this curriculum project do not contain stereotypes relative to sex, race, color, national origin, age or handicaps. An effort has been made to design materials in such a manner as to inculcate an appreciation of man as a multi-faceted psychosocial being whose values and meaning are derived from diverse cultural heritages. The growth and development of man is presented from a perspective that includes biologic, psychologic, and environmental factors.

Textbooks, audio-visual materials, and reference works used in this program have been carefully screened to avoid including material that contains stereotypes.

The usual high-school admission requirements of courses in biology, chemistry and algebra for students in the nursing program were waived for LPN's seeking admission to the Career Mobility Project. This waiver was made in recognition of the fact that substantial numbers of practical nurses have G.E.D. certificates and would have had difficulty meeting requirements for high school laboratory science and mathematics courses. Interviews were held with candidates who met requirements for admission to the project, solely for the purpose of providing information about acceptance, registration, course scheduling, and the instructional methodology to be employed.

Summary

Conclusions:

Implementation of a career mobility program for licensed practical nurses was accomplished in the 1982-83 academic year at Bergen Community College. Thirteen students who entered the first class will all complete the program in August 1983. Competency based educational methodology was employed in the implementation of this program and proved to be advantageous in enhancing student learning and achievement. Faculty teaching was individualized to meet the needs of the learners.

The role of the faculty member(s) was crucial to the success of the competency based educational project. The ready availability of faculty to assist students in meeting their goals lessened the anxiety of the learner and enhanced their confidence in accomplishing each facet of the learning process.

This group of students will be eligible to take the National Council Licensing Examination for registered nurses in February 1984. Performance on this examination will provide additional criteria for evaluating the success of the program.

The second class of students will begin the Career Mobility Program LPN/ADN at Bergen Community College in September 1983. Twenty-eight students have been admitted to this class. Their progress will be monitored and evaluated using the same methods employed with the initial class.

Revisions in the program will be made based on data from the first two classes.

Recommendations:

With one class of practical nurse students, the career mobility program using competency based educational methodology has been successful. The success is attributable to administrative support and dedicated work on the part of faculty and students alike.

Continuation of the program as a viable educational opportunity for practical nurses should remain a goal of the nursing program and the college for the foreseeable future.

Continual evaluation of the program will be necessary and will form the basis of refinement and integration of the methodology employed.

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Appendix A

Admission Information

for the Career Mobility

Project LPN/ADN

B E R G E N C O M M U N I T Y C O L L E G E
ALLIED HEALTH DIVISION/NURSING PROGRAM

CAREER MOBILITY PROJECT - LPN/ADN

Admission Information for Fall 1983

In September 1982, the Nursing Program of Bergen Community College initiated a course of study in Nursing to enable the Licensed Practical Nurse to continue formal education. The program is designed to award credit for prior learning through testing, and to develop those nursing competencies required for registered nurses. The graduate of this program will be awarded the Associate in Applied Science Degree (A.A.S.) by the College, and will be eligible to take the State Board Test Pool Examination for Registered Nurse Licensure.

Admission Requirements:

The Nursing Program will process all applicants and admit students to the Career Mobility Project who have met the criteria. For the first two years of the program admission will be limited to thirty (30) candidates.

Only Licensed Practical Nurses who meet the following requirements will be considered for admission to the Career Mobility Project:

1. High School Diploma or Equivalency Certificate;

2. Diploma, conferred within the past seven years, from a state approved Practical Nurse Program;

3. Current Practical Nurse License;

4. Employment as a Licensed Practical Nurse for two of the past four years;

5. Written recommendation from most recent employer;

6. Bergen County resident;

7. Satisfactory achievement in each of the following challenge examinations:
   a) Commonalities in Nursing Care I and II
   b) Anatomy and Physiology
   c. General Psychology

8. Personal interview with Program Project Director or Staff Member will be held with all applicants who meet the above requirements.

Career Mobility Project - LPN/ADN

Admission Procedure:

Applicants are required to:

1. Submit an Admission Application Form with the appropriate fee to the Nursing Program.

2. Request all high school, practical nurse school, and college transcripts be sent to the Nursing Program of Bergen Community College;

3. Submit a copy of current Practical Nurse License;

4. Request most recent employer to submit written recommendation;

5. Submit evidence of Bergen County residency.

Credit by Examination:

General Psychology: The College Level Examination (C.L.E.P.) must be taken and a minimum score of 47 attained in order to receive 3 credits.

Arrangements to take this examination should be made by the applicant at the C.L.E.P. office in either the William Paterson College, Wayne, New Jersey, or the Montclair State College, Montclair, New Jersey. Test scores must be sent to the Nursing Program, Bergen Community College.

Anatomy and Physiology: The ACT Proficiency Examination Program test must be taken and a minimum score of 45 must be attained in order to receive four (4) credits.

Commonalities in Nursing I & II: The ACT Proficiency Examination Program tests must be taken and a minimum score of 45 must be attained in order to receive eight (8) credits.

Arrangements to take the ACT/PEP Examinations must be made by the applicant. Registration information will be available from the Nursing Program Office after August 15, 1982.

The registration deadlines and test dates for ACT/PEP Examinations for 1982-83 are as follows:

Registration Deadline	Test Dates
August 30, 1982	October 7-8, 1982
September 28, 1982	November 4-5, 1982
December 27, 1982	February 3-4, 1983
January 24, 1983	March 3-4, 1983

Career Mobility Project - LPN/ADN

The testing center for these examinations is Felician College, Lodi, New Jersey.

Arrangements to take any of the above tests can be made through Thomas A. Edison College of New Jersey, Princeton, New Jersey 08540.

Results of all credit by examination tests must be on file in the Nursing Program Office prior to the admissions deadline date of April 30, 1983.

Students who have completed college courses with a grade of C or better in General Psychology and in Human Anatomy and Physiology are not required to take the C.L.E.P. and ACT/PEP Examinations in these subject areas.

No credit will be given for Nursing courses taken at other institutions, other than the credit received for satisfactory achievement on the ACT/PEP Examinations in Commonalities in Nursing I and II.

Credit by Transfer

For other required courses in the project curriculum:

Courses taken at other colleges will be granted credit if the content and credits are comparable to that of the courses in this College. A grade of C or higher must have been earned in order to receive transfer credit. Official college transcripts and college catalogs detailing course descriptions will be reviewed to make this determination.

Waiving of High School Requirements:

Students admitted to the Career Mobility Project LPN/ADN will have requirements for high school science and mathematics courses waived.

Tuition and Fees

1. Students are required to pay two-thirds of the normal tuition for all courses for which credit by proficiency examination is awarded and applied to the student record.

2. Tuition for courses taken at Bergen Community College is $25.00 per credit, with a maximum of $300.00 tuition per semester for Bergen County residents. Tuition fees for other New Jersey residents are $50.00 per credit, with a maximum of $600.00 per semester.

3. A general fee of 15% of tuition is assessed for all students.

4. Additional costs to students will include those for uniforms and books.

5. All tuition and fees are subject to change without notice.

Essential Progression for the Associate in Applied Science in Nursing Degree

1. All challenge examinations must be taken prior to admission.

2. The New Jersey College Basic Skills Placement Tests must be taken following admission. Any remediation must be satisfactorily completed before enrollment in the program.

3. Students are expected to complete all courses in the sequence outlined below. Students are expected to meet the academic standards of the College and the Nursing Program as an Associate in Applied Science in Nursing candidate.

4. A cumulative average of 2.0 is required for continuation in the Program. A minimum grade of C is required for all Nursing courses. The student must repeat any Nursing course wherein a grade less than C (D or R) was attained.

5. Students may repeat a Nursing course only once after receiving a grade less than C. (A final grade of D or R is considered not passing.)

B E R G E N C O M M U N I T Y C O L L E G E
ALLIED HEALTH DIVISION/NURSING PROGRAM

CAREER MOBILITY PROJECT-LPN/ADN TRACK
Class of 1983

Course work or challenge examination to be completed prior to admission:

TEST SERVICE	TEST	MINIMUM SCORE	CREDITS	BCC EQUIVALENT COURSE
CLEP	General Psychology	47	3	BE 100
ACT/PEP	Anatomy & Physiology	45	4	BS 109
ACT/PEP	Commonalities in Nursing I	45	4	AH 173
ACT/PEP	Commonalities in Nursing II	45	4	AH 174

Course work to be completed at Bergen Community College:

FALL SEMESTER		CREDITS
BS 209	Form & Function II	4
EN 101	English Composition I	3
AH 293	Nursing Competencies I	2
AH 294	Nursing Competencies II	7
		16

SPRING SEMESTER		CREDITS
BS 104	Fundamental Microbiology	3
BE 200	Child Psychology	3
EN 201	English Composition II	3
AH 295	Nursing Competencies III	7
		16

SUMMER SEMESTER I		CREDITS
BE 120	Sociology	3
HP 110	Foundations of Physical Education	2
HP ---	Physical Education Activity	1
AH 296	Nursing Competencies IV	3
		9

SUMMER SEMESTER II		CREDITS
FA 113	Music Appreciation	
	or	3
FA 138	Art Appreciation	
HP ---	Physical Education Activity	1
BE ---	Behavioral Science Elective	3
AH 297	Nursing Competencies V	2
		9

Appendix B

Philosophy, Objectives and

Conceptual Framework

of

Associate Degree Nursing Program

B E R G E N C O M M U N I T Y C O L L E G E
ALLIED HEALTH DIVISION/NURSING PROGRAM

I. PHILOSOPHY AND OBJECTIVES

The Department of Nursing is an integral part of Bergen Community College and as such, subscribes to the College philosophy. The Nursing Faculty recognizes the impact of our highly developed technological, culturally diverse society upon the health care delivery system. Therefore, the program of learning for a health care practitioner must be responsive to the changing needs of society.

The faculty believes that adequate health care is an intrinsic right of every human being and that it should be attainable for all individuals within our society. Nursing is perceived by the faculty as a service for society comprised of a variety of protecting, promoting, maintaining and rehabilitating activities, based upon scientific data uniquely applied, practiced, and tested. The purpose of this service is to assist clients in the performance of activities which cannot be accomplished independently and which contribute to their highest level of well being. Nursing is practiced in cooperation with multi-disciplined groups and in a variety of settings.

The faculty believes that nursing education belongs in a higher education setting, to facilitate student growth through interaction

with a variety of disciplines, experiences and individuals. The Nursing curriculum is designed by faculty utilizing a learning framework based on concepts and principles derived from the humanities and sciences. The faculty subscribes to Maslow's Hierarchy of Needs as the broad theoretical framework for the curriculum and defines a need as that which is necessary for life, health, and well being. Other concepts subsumed to the Needs Hierarchy are beliefs about man, health, nursing and learning. The aim of the curricular framework is to equip the student to deal with health communications, provide the student with framework for nursing function, provide an evolutionary system for processing data which enables the student to use problem solving techniques in order to respond effectively to their clients and to each other. The program pattern derived from the curricular framework enables the learner to respond successfully to the rapidly changing dynamics of nursing.

The educational program in nursing is designed to facilitate socialization of the learner as she acquires behaviors reflected in the nursing role. The Nursing Faculty believes that learning is a cognitive activity which takes place in the learner and is comprised of psychological, social, and physical components. The teaching-learning interaction provides an environment which fosters growth and change. The teacher employs a variety of teaching strategies both in the classroom and laboratory settings, to maximize the potential of the learner, and plans systematically to evaluate learning outcomes.

The faculty believes that the associate degree nurse is able to design and implement safe nursing care for groups of clients in controlled, supervised settings. This nurse works under the direction of registered nurses who have greater educational or experiential preparation; however, this graduate can assist in the supervision of health care personnel with less educational preparation. The faculty believes that this nursing practitioner will display a sense of commitment utilizing independent and organized learning opportunities to further self and professional development.

Purpose: In keeping with the philosophy of the College and the Nursing Department, the Associate Degree Program in Nursing is structured to provide educational experiences and to evaluate learning outcomes. The program is designed to produce a first level practitioner who is capable of functioning in community health care settings; to prepare a safe practitioner who is able to meet state requirements for registered nurse licensure, and who can perform according to the legal definition of nursing practice and the standards of nursing; and to enhance the development of the learner's personal and career potential.

Objectives: The graduate of this program:

1. Uses an appropriate theoretical framework as the basis for providing direct nursing care to consumers of health services;

2. Incorporates knowledge of cultural diversity as basis for interacting with clients, families, and co-workers;

3. Interacts with clients according to their individual developmental capacities;

4. Uses the nursing process in meeting health needs of individuals;

5. Demonstrates communication skills in working with the health team;

6. Comprehends the impact of social and economic trends which affect the delivery of health services;

7. Assumes responsibility for continuing professional and personal development;

8. Acts in a manner consistent with professional ethics and current standards of practice;

9. Practices according to the legal definition of nursing;

10. Implements teaching plans within well defined protocols.

II. CONCEPTUAL FRAMEWORK

The faculty in nursing has derived a curriculum construct from the stated philosophy and objectives which utilizes Maslow's Hierarchy of Needs as the broad theoretical framework. The faculty defines a need as that which is necessary for life, health and well being and utilizes the following construct of the Hierarchy:

Physiological Needs:

- Oxygen
- Nutrition
- Elimination
- Sensory and Motor Function
- Regulatory Function
- Safety

Psychological Needs:

- Security
- Love and Belonging
- Recognition and Self-Esteem
- Knowledge and Understanding
- Aesthetics
- Self Actualization

This Hierarchy permits a flexible approach to learning and provides a framework for subsuming the other major concepts of the curriculum which are:

MAN — is a holistic being comprised of biological, sociological, psychological and spiritual aspects and is viewed in a positive manner as always becoming and having the potential for growth and change;

HEALTH — is an ever changing balance of need alteration and adaption to environmental stress, and is therefore, never an absolute, but a relative concept;

NURSING — is a process which supports a client in becoming as well or self actualized as possible and provides a positive method for processing data and for interacting with clients in an integrated manner;

LEARNING — is a cognitive activity which takes place in the learner and is comprised of psychological, social and physical components. To facilitate learning, broad concepts can be introduced, then the singular parts can be developed in depth, toward a meaningful whole.

The threads which are developed horizontally throughout the curriculum are: communication theory which is essential to the learning of the student and to the student's interaction with the health care client; growth and development which implies the stages of life and death; and the role of the nurse which is defined to include preventive and supportive promotive and curative rehabilitative and productive behaviors.

The aim of the curriculum framework is to equip the student to deal with health communications, provide the student with a framework for nursing function, provide an evolutionary system for processing data which enables the student to use problem solving

techniques to respond effectively to their clients and themselves. The program pattern derived from the curriculum framework enables the learner and the eventual practitioner to respond successfully to the rapidly changing dynamics of nursing today.

Appendix C

Outline of Modules

Nursing Competencies I

BERGEN COMMUNITY COLLEGE
ALLIED HEALTH DIVISION/NURSING PROGRAM
LPN/ADN PROJECT

"A" Modules must be completed in sequence 1-4
"B" Modules follow completion of "A" modules, may be in any sequence

LEARNING MODULES: NURSING COMPETENCIES I

A-1 Introduction to a Modularized, Competency Based Instructional Program

Content: How learn via Module
- Role of learner
- Role of teacher
- Definition of Competency
- Evaluation of Competency

A-2 Needs of Man

Content: Maslow's Hierarchy of Need as adapted for Nursing Curriculum
Maintenance of Normal Needs in Man
Alteration in Man's Ability to Meet his Needs
Health Problems may cause Inability to Meet Normal Needs
Nursing Intervention as Response to Need Alteration

Skills: Defining when man is able to meet needs

A-3 Utilizing the Nursing Process

Content: Steps in process to include: Assessment/Analysis, Nursing Diagnosis, Objectives/Goals, Nursing Actions/Principles, Evaluation, Revision

Skills:
- Observation
- Data Gathering
- Determining Priorities
- Writing Care Plan
- Implementing Plan
- Revising Plan

A-4 Communicating with Others

Content: Developing interpersonal, relationships with peers, clients, co-workers
Working with a group
Listening
Establishing and Maintaining Rapport

Skills: Interviewing techniques
Therapeutic/Non-therapeutic Communication
Process Recording

B-1 Growth and Development

Content: Erickson's Eight States of Development, Health/Illness Effect on Development, Hazards throughout Life Span
Roles of Man
Cultural Influences
Spiritual Needs

Skills: Assessment of Developmental Stage
Nursing Intervention Relationship to Development, Role, Cultural Influences

B-2 Roles of the Nurse

Content: Definition of Nursing Practice
Role as member of health team:- collaboration
Legal responsibilities
Advocacy role
Nursing Intervention
- Role: Health Promotion, Protection, Maintenance, Rehabilitation, Care Provider

B-3 Teaching Patients and/or Significant Others

Content: Nurse as Teacher, Teaching/Learning Process, Teaching Needs, Readiness, Adapting Teaching Plans, Using Teaching Aids, Obtaining Feedback, Documenting Response

Skills: Adapt teaching plan for use with client; Practice teaching with peers; Role play teaching situation; Documentation

B-4 Computation Skills for Nurses

Content: Fractions, Decimals, Percentages, Ratio and Proportion
Conversions: metric, apothecary, household
calculation of drug dosages:
- Oral
- Parenteral
- Intravenous

Skills: Perform calculations on computation tests with 80% accuracy

Appendix D

Outline of Modules

Nursing Competencies II

BERGEN COMMUNITY COLLEGE
ALLIED HEALTH DIVISION NURSING PROGRAM
LPN/ADN PROJECT

LEARNING MODULES: NURSING COMPETENCIES II

C-1
Alteration in Need for Safety

Content: Hazards of Hospitalization: Physical, Bacteriological, Chemical Safety
Safety of the Surgical Client
Informed Consent
Patient's Bil of Rights
Nursing Intervention

Skills: Medical & Surgical Asepsis
Preparing the Pt. for Surgery
Post-operative Nursing Intervention
IV Calculation, Maintenance, D/C

C-2
Alteration in Need for Fluid, Electrolytes, Nutrition

Content: Acute/Chronic Infection-Inflammation
Acute/Chronic Obstruction
Failure-Hepatic Coma
Dehydration: Fluid Loss
Types of Shock
Acidosis/Alkalosis
Excesses: Fluid/Electrolytes
Diagnostic Measures
Dietary Alterations
Drugs/Treatment Measures
Developmental Changes
Nursing Intervention

Skills: F/E Imbalances
Nasogastric Tubes Insertion, Suction, Maintenance
Blakemore-Senstagen Tubes
Hyperalimentation

C-3
Alteration in Need for Elimination of Solid Wastes

Content: Acute/Chronic Inflammation and Infection
Deficiency: Constipation/Impaction
Bowel Obstructions
Diagnostic Measures
Dietary Alterations
Drugs/Treatment Measures
Developmental Changes
Nursing Intervention

Skills: Bowel Regimen
Ostomy Care/Teaching
Decompression Measures: Cantor tube, Muler Abbott Tube
Wound Drainage Systems

C-4
Alteration in Need for Elimination of Liquid Wastes

Content: Acute/Chronic Infection,
Acute/Chronic Inflammation,
Acute/Chronic Obstruction
Genital Infections-Venereal Disease
Renal Failure
Diagnostic Measures
Dietary Alterations
Drugs; Treatment Measures
Developmental Changes-Aging
Incontinence Problems
Nursing Intervention

Skills:
Accurate Intake & Output
Catheterization: External, Indwelling
Maintenance of Drainage System
Monitoring During Dialysis

D-1
Alteration in Need for Sensory Function

Content: Acute/Chronic Alterations in Visual/Auditory Sense
Acute/Chronic Nose & Throat Infections & Obstructions
Acute/Chronic Skin Alterations
Burns
Nursing Intervention

Skills: Administration of EENT Medications
Tracheostomy Care/Suctioning
Blind Precautions
Burn Wound Care

D-2
Alteration in Need for Motor Function

Content: Acute Traumatic Injuries
Acute/Chronic Inflammtory and Infectious Processes
Chronic Alteration/Adaptation to Changes in Mobility
Amputations
Habilitation, Rehabilitation
Effects of Immobility
Nursing Intervention

Skills: Traction
Cast Care
Crutch-walking
Splinting
Slings
Bed Exercises

BERGEN COMMUNITY COLLEGE
ALLIED HEALTH DIVISION/NURSING PROGRAM

LPN/ADN PROJECT

LEARNING MODULES: NURSING COMPETENCIES II

E-1
Alteration in Need for Oxygen Due to Cardiovascular Dysfunction

Content: Acute/Chronic Interference with Oxygen: Hypertension
Inflammation
Heart Disease
Peripheral Vascular Disease
Blood Dyscrasias
Diagnostic Measures
Dietary Alterations
Drugs/Treatment Measures
Developmental Changes
Nursing Intervention

Skills: Maintenance of Telemetry
Doppler
CPR
CVP Monitoring
CVP Catheter Site Care
Arterial Lines

E-2
Alteration in Need for Oxygen Due to Respiratory Interference

Content: Acute/Chronic
Inflammation & Infection
Airway Obstruction
Interference with Gas Exchange
Respiratory Acidosis/Alkalosis
Respiratory Failure
Diagnostic Measures
Dietary Alterations
Drugs/Treatment Measures
Developmental Changes
Nursing Intervention

Skills: Heimlich Maneuver
Chest Tubes/Drainage System
Respiratory Sounds
Respiratory Toilet
Oxygen Therapy
Respirator Maintenance

E-3
Alteration in Need for Cellular Regulation

Content: Common Health Problems (Carcinomas, Adenocarcinomas, Lymphomas)
Diagnostic Measures
Dietary Alteration
Drugs/Treatment Measures
Developmental Relationships
Rate Changes
Cultural Influences
Nursing Intervention

Skills: Radiation Precautions
Monitoring Client Response to Therapy
Terminal Care

E-4
Alteration in Need for Regulation Due to Endocrine Disorders

Content: Disorders of Endocrine Regulation:
Impairment of Endocrine Function
Thyroid
Parathyroid
Pituitary
Adrenal
Pancreatic
Gonadal
Diagnostic Measures
Treatment
Drugs
Nursing Intervention

Skills: Administration of Hypoglycemic Agents
Diabetic Teaching Protocols

E-5
Alteration in Need for Regulatory Function Due to Neurological Disturbances

Content: Acute/Chronic Alterations in Consciousness
Traumatic Injuries of Central Nervous System
Chronic Alterations in Neurological Function
Habilitation, Rehabilitation
Nursing Intervention

Skills: Neurological Assessment
Turning Frames and Specialized Beds
Hypothermia
Seizure Precautions
Care of Unconscious Client

Sequencing:

Complete "C", "D", and "E" Modules in numerical order.

Appendix E

Outline of Modules

Nursing Competencies III

LEARNING MODULES: Nursing Competencies III AH-295

F-1. Issues in Human Sexuality

CONTENT: Puberty and Adolescence
Climacteric- Male/Female
Alternative sexual preferences
a) homosexuality
b) bisexuality
c) transsexuality and transvestism
d) other: open marriage, group participation
Cultural Issues
Teen-age pregnancy
Termination of pregnancy
Contraception
Sex education - formal and informal

F-2. The Family

CONTENT: Concepts of Family and Crisis
Definition of family in relation to culture
single parent family
extended family
nuclear family
group/communal living arrangement
Family planning
Cultural influences/child bearing
Family size, family timing
Crisis theory as related to changes brought about by child bearing
nursing intervention
assessment
strategies to enhance coping behaviors
long-term adjustment
Case study: Teen-age pregnancy

F-3. The Expectant Family: Fetal Development

CONTENT: Conception
Developing Fetus
Gestation changes
Factors influencing development
Assessment of fetal status
Ethical/moral issues affecting fetal health
Genetic Testing
Kinds of tests (fetus/parents)
Issues relating to results
Genetic counseling
Case study: Tay Sachs/Down's Syndrome
Case study: suspect fetal development
sonogram
amniocentesis
decision making

F-4. The Expectant Family: Maternal Response

CONTENT: Antepartum Period
Trimester changes
Physiological/psychological
Assessment of Maternal Progress
Obstetric Exam: Vaginal, pap test, blood studies, confirmation of pregnancy, sonogram, glucose tolerance
Maintenance of Healthy Mother
Prenatal health care systems
Nutritional needs
Elimination needs
Sensory/Motor Function
Safety

1. Identification - high risk mother
age
chronic illness

F-4. (Continued)

2. Complications
Ectopic pregnancy
Hydatidi form mole
Eclampsia
Infection
Hypocalcemia

Educational needs/Expectant Family
Community Resources for classes
Preparation for family/husband participation in labor delivery
Enhancement of birth experience
Enhancement of parent/newborn bonding at time of delivery

SKILLS: Assist. with obstetric exam:
vaginal inspection
pap smear
Check fetal heart tones

F-5. The Expectant Family: Birth

CONTENT: Birth Centers Available to Families
Traditional: Hospitals, clinics
Non-traditional: Home, Birth centers
Birth Process: Stages of Labor
Fetal position
Physiological changes in mother
Birth Process: Nursing Care During Stages of Labor
Admission to labor unit
orientation
legal considerations
Assessment of client status
Vital signs/monitoring
Contractions/fundus
Preparation perineum/abdomen
Vaginal/Rectal Exams
Laboratory tests

F-5. (Continued)

Supportive Care During Labor
Provision of information
Promotion of comfort
Rest, relaxation, hygiene
Breathing exercises, Drugs for discomfort
Promotion of elimination
Promotion of nutrition
Maintenance of safety
Risk During Stages of Labor
cephalopelvic disproportion
prolonged/precipitus labor & delivery
multiple pregnancy
emergency/out of hospital delivery
Eclampsia
Abruptio Placenta
Placenta Previa
Need for Induction of Labor

SKILLS: Timing contractions
Perineal preparation/abdominal preparation

REVIEW: Female Catherization
Seizure precautions
Spinal anesthesia

LEARNING MODULES: Nursing Competencies III AH-295

F-6. The Expectant Family: Newborn

CONTENT: Neonatal Period
- Appraisal of newborn
  - normal/abnormal characteristics
- Immediate care of neonate
  - Assessment of status (Apgar)
  - Provision of warmth
  - Provision of Hygiene
  - Cord care
  - Eye care
  - Identification
- Nursery Admission & Daily Care
  - Ongoing Assessment
    - Hygiene
    - Weight
    - Reflexes
  - Required Legal Records
  - Laboratory tests
  - Feeding - Bottle/Breast
- Hazards to the Newborn
  - RDS/SIDS
  - Blood incompatabilities
  - Infections
  - Drug Addictions
  - Inborn errors of metabolism
  - Low/High birth weight
- Psychological needs of newborn
  - Trust
  - Stimulation
- Parenting
  - Bonding Infant/Parents
  - Disorders of parenting

SKILLS: Newborn Assessment
- Vital signs
- Weighing
- Bath
- Dressing/diapering
- Transport

F-7. The Family: Parturition

CONTENT: Postpartum
- Involutional changes in body
- Stages in psychological adjustment
- Nursing Care During Postpartum period
  - Observation during fourth stage of labor
  - Observation during hospital recovery
  - Education needs
    - Hygiene
    - Breast Care
    - Family Planning
  - Need for comfort
  - Need for nutrition
  - Need for Elimination
- Complications
  - Lacerations
  - Hematomas
  - Thrombophlebitis
  - Infection
  - Sub-involution of uterus

SKILLS: Assessment
- Involutional changes
- Breast changes

Teaching the new mother

LEARNING MODULES: Nursing Competencies III

G-1. Introduction to Pediatric Nursing

CONTENT:

A. Definition of Pediatric Nursing

1. Scope
2. Historical influences
3. Family-centered pediatric nursing
4. Expanding role of the nurse in child health care

B. The Child's World

1. Current legal status and rights
2. His family
3. His culture
4. Crisis theory applied to children

G-2. Nursing and the Well Child

CONTENT:

A. Health Supervision of Well Child

1. Approaches to children
2. Health guidance
   a. Nutrition
   b. Immunization/concept of communicable disease
   c. Developmental screening
   d. Parental guidance
3. Community facilities
   a. The pediatrician
   b. The child health conference
   c. Day care center
   d. Nursery school
4. Review growth and development

G-3. Nursing and the Ill Child

CONTENT:

A. Nursing care for the Ill Child

1. Differences between illnesses of adults and children
2. Types of pediatric illnesses
3. Common signs and symptoms
4. Morbidity and mortality rates in U.S.A.
5. Facilities for care of the ill child
   a. Out-patient clinics
   b. Day hospitals
   c. General pediatric hospital unit
   d. Pediatric intensive care
   e. Self-care units
   f. Parent-care units
   g. Long-term care hospitals
6. Assessment of degree of illness
7. Admission to the hospital
   a. Preparation of the family for admission
   b. Admission interview and Nursing history
8. Helping the child adapt to hospitalization
   a. Reaction to stress
   b. Explanation of treatments
   c. Provision of support
   d. Play
   e. Rooming-in
   f. Ronald McDonald House
9. Preparation for surgery
   a. Nutrition
   b.
   c. Oxygen therapy

LEARNING MODULES: Nursing Competencies III

G-4. Alteration In Need for Oxygen

CONTENT:

A. Cardiac Anomalies

1. Acyanotic
2. Cyanotic

B. Rheumatic Fever

C. Blood dysciasias

1. Hemophilia
2. Purpuras
3. Sickle Cell Anemia
4. Thalassemia

D. Inflammatory Respiratory Problems

1. Croup
2. Allergies/Asthma

E. Sudden Infant Death Syndrome/ Crib Death

F. T. and A.

G-5. Alteration In Need for Nutrition

CONTENT:

A. Pyleric spasm/stenosis
B. Celiac disease
C. Cystic Fibrosis
D. Cleft Lip/Palate
E. Wilin's Tumor
F. Inborn errors of metabolism

1. Phenylketonuria
2. Tay-Sacks
3. Galactosemia

G-6. Alteration In Need for Elimination

CONTENT:

A. Megacolon
B. Intusscystion
C. Diarrhea
D. Encopresis
E. Toilet Training/Enuresis
F. Hypospadias/Epispadias
G. Nephritis/Nephrosis

LEARNING MODULES: Nursing Competencies III

G-7. Alteration In the Need for Sensory Function

CONTENT:

A. Common Ear problems which affect children

1. Congental anomalies
2. Otitis media
3. Mastoiditis
4. Speech problems

B. Common Eye problems which affect children

1. Retrolental fibroplasea
2. Amblyopia
3. Esatropia
4. Exotropia
5. Stiabismus

C. Common Skin problems which affect children

1. Diaper rash
2. Eczuna
3. Impetigo
4. Scabies/Pediculosis

G-8. Alteration In Musculo Skeletal Function

CONTENT:

A. Congenital Anomalies

1. Phocomelia
2. Club foot
3. Hip displacement

B. Scoleosis
C. Slipped femur epiphysis
D. Osgood Schlatter's Disease
E. Legg-Calve Perthis Disease

G-9. Alterations In Neurological and Regulatory Funtions

CONTENT:

A. Cerebral Palsey
B. Downs Syndrome
C. Meningitis/Encysalitis
D. Spina Bifida
E. Cretenism
F. Cryptorchidism
G. Precocions Puberty

LEARNING MODULES: Nursing Competencies III

G-10. Alterations in Safety

CONTENT:

A. Physical Safety

1. Accidental falls/car injuries/fires
2. Accidental poisionings
3. Accidental drownings

B. Emotional and Physical Safety

1. Child Buttering
2. Emotional deprivation

a. failure of parenting
b. divorce/being orphaned

Appendix F

Outline of Modules

Nursing Competencies IV

LEARNING MODULES: Nursing Competencies IV

H-1 Introduction to Psychiatric Nursing

Content:

1. Historical Perspectives
   a. Scope of Practice
   b. Definition of Basic Concepts
   c. History of Ideas of Psychiatry
   d. Emergence of Discipline of Psychiatry
   e. Nursing Concepts
2. Conceptual Frameworks for Psychiatric Nursing
   a. Medical-biological
   b. Psychoanalytic
   c. Behaviorist
   d. Social-Interpersonal
3. Review of Theories Related to Optimal Wellness
   a. Development
   b. High Level Wellness
   c. Adaptation Problems/Normal Development
   d. Selye-Stress Adaptation
   e. Critique of Theories
   f. Process of Developing a Deviant Identity
4. Developmental Crisis
5. Sociological Context of Psychiatric Practice
   a. Culture
   b. Biosocial Factors
   c. Contemporary Social Movements
   d. Folk Beliefs and Practices
   e. Culturally Sensitive Strategies for Nursing Intervention
6. Legal Considerations in Psychiatric Practice
7. Community Mental Health

H-2 Nursing Process and Psychiatric Nursing

Content:

1. Nursing Process Reviewed
2. Ethical Considerations
   a. Social Stigma
   b. Client Right to Freedom & Privacy
   c. Politics of Mental Health
   d. Balancing Social/Individual Good
3. Nurse-Client Communications
   a. Process
   b. Models
   c. Modes
   d. Communication in Psychiatric Nursing
   e. Facilitative Communication
   f. Process Analysis
4. The One-to-One Relationship
   a. Characteristics
   b. Therapeutic Relationship
   c. Nursing Interventions in Common Behavior Patterns
      1) Withdrawal
      2) Hostility-Aggressivity
      3) Manipulation
      4) Detachment
      5) Excessive Dependency
      6) Transference & Countertranference
5. Assessment of the Individual Client
   a. History
   b. Physiological Assessment
   c. Psychological Testina
   d. Diagnosis
   e. Psychosocial Assessment
   f. Record Keeping
6. Group Process
   a. History
   b. Types of Groups
   c. Group Dynamics
   d. Forces Which Modify Groups

H-3 Disturbance and Dysfunction

Content:

1. Explanation of Disturbances
   a. Halistic View
   b. Humanistic Approach
   c. Therapeutic Intervention
      1) Patterns Requiring intervention -- anxiety, dissociative disorders, somatoform disorders, affective disorders
   d. Key Nursing Concepts

2. Disruptive Life-Styles; Personality Disorders and Substance Abuse Disorders
   a. Concept of Life-style
   b. Examples of Disruptive Life-styles
   c. Development of Disruptive Life-styles
   d. Impulsive Life-styles
   e. Addicted Life-styles
   f. Compulsive Life-styles
   g. Dependent Life-styles
   h. Eccentric Life-styles
   I. Nursing Concepts and Intervention

3. Disintegrative Life Patterns: Psychotic Conditions
   a. Behaviors Associated with Disintegrative Patterns
   b. Definitions
   c. Study & Treatment of Psychotic Conditions
   d. Contemporary Treatment
   e. Contemporary Nursing Approaches
   f. Key Concepts of Nursing

4. Medical Conditions Associated with Disturbances in Psychological Functioning
   a. Psychophysiological Disorders
   b. Mental Retardation
   c. Organic Brain Syndrome
   d. Key Nursing Concepts

H-4 Strategies for Intervention

Content:

1. Group Intervention
   a. Framework for Group Analysis
      1) Johari Awareness Model
      2) FIRO: Interpersonal Needs Approach
      3) Authority/Personal Relations Approach
      4) Problem Approach
      5) Small Group Assessment
   b. Interactional Group Therapy
      1) Advantages over Individual Therapy
      2) Qualifications for Therapist
      3) Curative Factors
      4) Types of Leadership
      5) Creating the Group
      6) Stages in Group Development
      7) Here & Now Emphasis
   c. Other Types of Strategies
      1) Analytic
      2) Psychodrama
      3) Sociodrama
      4) Multiple Family
      5) Self-Help
      6) Remotivation/Reeducation
      7) Client Government Groups
      8) Activity Therapy
      9) Groups with Pathophysiological Dysfunction and Families
      10) Community Client Groups
      11) Nurse Colleagues
   d. Key Nursing Concepts

2. Counseling of Children
   a. Child Psychiatry Services
   b. Levels of Prevention
   c. Developmental Modes of Assessment & Intervention
   d. Emotional Disturbances
   e. Intervention
   f. Specific Treatment Modes
   g. Hospitalization
   h. Key Nursing Concepts

3. Counseling with Adolescents
   a. Normal Process of Adolescents
   b. Review of Theories of Development
   c. Role of the Nurse
   d. Issues and Problems
   e. Families and Adolescent Clients
   f. Key Nursing Concepts

4. Families and Counseling
   a. Will the Real Family Please Stand Up
   b. Developmental Tasks Confronting Families
   c. Family as a System
   d. Family Characteristics and Dynamics
   e. Defining Family Therapy
   f. History of Family Movement
   g. Approaches to Family Therapy
   h. Qualifications of Therapists
   i. Concepts Related to Families
   j. Treatment Unit/Setting
   k. Components of Therapy
   l. Criteria for Terminating Treatment
   m. Nursing Process and Family Counseling
   n. Preventative Programs
   o. Couples Therapy
   p. Key Nursing Concepts

5. Mental Health Counseling with the Aged
   a. Philosophical Perspective
   b. Old Age and Mental Health
   c. Understanding the Aged
   d. Stress Characteristics of Aging
   e. Problems of Aging
   f. Common Evidence of Psychic Distress
   g. Family Response to Aging Problems
   h. Interventions
   i. Key Nursing Concepts

6. Biological Therapies
   a. Roles of the Nurse
   b. Psychotropic Drugs
   c. ECT
   d. Narcotherapy
   e. Psychosurgery
   f. Insulin Coma
   g. Newer Organic Therapies
   h. Key Nursing Concepts

7. Psychosocial Concepts for the General Hospital Setting
   a. Incorporation of Psychosocial concepts in General Nursing Practice
   b. Role of Psychiatric Nurse Consultant
   c. Common Clinical Situations
      1) Demanding Client
      2) Client in Pain
      3) Dependent Client
      4) Client's Family
      5) Client in ICU
      6) Client who acts out sexually
      7) Non-compliant client
      8) Dying client
   d. Alternative Healing Therapies

Appendix G

Outline of Modules

Nursing Competencies V

81

Learning Module: Nursing Competencies V AH-297

I-1. Challenges, Trends, and Issues in Nursing in the 80's.

Content:

Program 1. Historical Evolution of Nursing
- a. Nursing prior to 20th century.
- b. Contributions of Florence Nightengale.
- c. Contributions of selected early leaders in Nursing.
- d. Contemporary leaders in evolution of Nursing.
- e. Issue of Nursing as a profession.
- f. Major studies about Nursing.
- g. Entry to practice issue.

Program 2. Education of Nurses
- a. Types of educational programs.
- b. Educational programs for specialization.
- c. Continuing Education.

Program 3. Regulation of Nursing Practice
- a. Evolution of licensure mechanism.
- b. Governmental authority for regulation of practice.
- c. Boards of Nursing (State)
- d. Certification/Licensure
- e. Process of becoming licensed.
- f. Institutional licensure.

Program 4. Nursing and the Health Care Delivery System
- a. Institutional health care systems.
- b. Community health care systems.
- c. National Health Insurance proposals.
- d. Groups lacking adequate health care.
- e. Reimbursement mechanisms.
- f. Nursing roles in health care delivery system.

Program 5. Legal Responsibilities for Nursing Practice
- a. Legal aspects of Nursing Practice.
- b. Nursing actions that contribute/prevent suits.
- c. Liability insurance.

Program 6. Ethical Issues Related to Nursing Practice
- a. Ethics and Values.
- b. Code of Ethics - ANA
- c. Bioethical issues

Program 7. Organizing Nurses for Collective Bargaining
- a. Purposes of collective bargaining.
- b. Representation/Unionization.
- c. Matters subject to collective bargaining.

Program 8. Nursing Organizations
- a. American Nurses Association.
- b. National League for Nursing.
- c. Purposes.
- d. Activities.
- e. Membership in Nursing organizations.

Program 9. Directing the Nursing Care Activities of Other Health Care Workers
- a. Health Care Team
- b. Interpersonal factors in working with/directing others.

Appendix H

List of Modules Completed

During Project

Career Mobility Program for Licensed Practical Nurses

Modules Completed During Project

Nursing Competencies I

Module	Module Title	Author
A-1	Introduction to Competency Based Instruction	Prof. Jane Pollok
A-2	Needs of Man	Prof. Helen VandenBerg
A-3	Utilizing the Nursing Process	Prof. Helen VandenBerg
A-4	Communicating Effectively with Others	Prof. Jane Pollok
B-1	Growth and Development	Dean Angela Rees
B-2	Roles of the Nurse	Prof. Jane Pollok
B-3	Teaching Patients and/or Significant Others	Prof. Jane Pollok and Prof. Phyllis Sohn
B-4	Computation Skills for Nurses	Dean Angela Rees

Nursing Competencies II

C-4	Nursing the Client with an Alteration in the Elimination of Liquid Wastes	Prof. Carol Barker
E-1	Nursing the Adult Client with an Alteration in the Need for Oxygen Due to Cardiovascular Dysfunction	Prof. Elaine Whelan
E-2	Nursing the Adult Client with an Alteration in the Need for Oxygen Due to a Respiratory Interference	Prof. Elaine Whelan
E-9	Nursing the Client with an Alteration in Cellular Regulation	Prof. Carol Barker

Nursing Competencies III

F-1	Issues in Human Sexuality	Prof. Elizabeth Koster
F-2	The Family	Prof. Jane Pollok
F-3	The Expectant Family: Fetal Development	Prof. Jane Pollok
F-4	The Expectant Family and Maternal Response	Prof. Jane Pollok
F-5	The Expectant Family: Birth	Prof. Jane Pollok
F-6	The Expectant Family: The Newborn	Prof. Jane Pollok
F-7	The Family: Puerperium	Prof. Frances Quinn
G-1	Introduction to Pediatric Nursing	Prof. Jane Pollok
G-2	Nursing and the Well Child	Prof. Jane Pollok
G-3	Nursing and the Ill Child	Dean Angela Rees
G-4	Nursing the Ill Child with an Alteration in the Need for Oxygen	Prof. Elaine Whelan
G-5	Alteration in Need for Nutrition	Dean Angela Rees
G-6	Alteration in Need for Elimination	Dean Angela Rees
G-7	Alteration in Need for Sensory Function in Children	Prof. Phyllis Sohn
G-8	Nursing Care for the Child with Alterations in Musculo-Skeletal Function	Prof. Phyllis Sohn
G-9	Nursing Care for the Child with Alterations in Neurological Function	Prof. Phyllis Sohn
G-10	Alterations in Safety	Dean Angela Rees

Nursing Competencies IV

H-1	Introduction to Psychiatric Nursing	Prof. Jane Pollok
H-2	The Nursing Process, Communication, and Psychiatric Nursing	Prof. Jane Pollok
H-3	Human Distress and Dysfunction	Prof. Jane Pollok
H-4	Mental Health Counseling	Prof. Jane Pollok

Nursing Competencies V

I-1	Challenges, Trends and Issues in Nursing in the 80's	Prof. Phyllis Sohn

Appendix I

Module Evaluation Tool

Bergen Community College
Nursing Program
Career Mobility Project LPN/ADN

Module Number_____
Module Title_____
Date_____

Student Evaluation Instrument

This form is designed to help us determine the effectiveness of the module you just completed. Your input will assist us in module revision and future planning. The purpose of securing your evaluation is to collect information about the module as a learning tool.

DIRECTIONS: Complete the evaluation form as soon as you have finished a module. Answer all the questions and provide any comments which you wish to make.
Give the completed form to your nurse faculty advisor.

	YES	NO	NOT SURE	COMMENTS
1. Were the module directions easy to understand?				
2. Were the module objectives easy to understand?				
3. Were the learning activities explained so that you could understand them?				
4. Were the learning activities realistic in that you could complete them in a reasonable amount of time?				
5. Did you have adequate resources available to assist you in completing the learning activities?				
6. Did the module assist you in acquiring new knowledge or did it repeat what you already knew?				
7. Was the module well organized?				
8. Were the self test questions clear and understandable?				

Any additional comments?

Appendix J

Nursing Faculty Participating

in Project

List of Faculty Members

who

Served as Curriculum Developers

by

Writing Modules

Professor Elizabeth Koster, R.N., M.E.D.
Maternity Child Health Nursing

Professor Jane Pollok, R.N., M.S.N.
Medical Surgical Nursing
Faculty for Career Mobility Program LPN/ADN

Professor Frances Quinn, R.N., M.S.N.
Maternity Child Health Nursing

Professor Angela Rees, R.N., M.S.N.
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Assistant Dean, Division of Allied Health
and Physical Education

Professor Phyllis Sohn, R.N., M.S.N.
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Assistant to the Dean for Nursing

Professor Elaine Whelan, R.N., M.S.N.
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Appendix K

Nursing Advisory Committee

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